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ABSTRACT

The quality and quantity of assessment programs used at the Career Planning and Placement Department of Virginia Commonwealth University were improved, especially as such programs relate to two special needs groups. The two groups were freshmen in the humanities and sciences who lack clear vocational identity and adults who need to understand assessment in the context of life planning. Various career/vocational assessment instruments were purchased for use at Virginia Commonwealth University. A library of instruments that could be accessed by other services' staffs was established. Inservice activities were designed and implemented to teach counseling staff and faculty the career assessment process. Career assessment programs using the instruments were designed and implemented for the two target groups. They include a self-assessment program designed to help traditional-age college students assess their interests, skills, and values; a group designed for adult students and alumni that focuses on identification of strengths and on career enhancement; and SIGI (System of Interactive Guidance and Information) Plus orientation workshops. (Appendixes include fliers, articles, outlines of the career assessment programs, and evaluations.) (YLB)

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Final Report

Improving Vocational Guidance and Counseling at Virginia Commonwealth University by Developing Career/Vocational Assessment Programs

Vocational Guidance and Counseling Project

Conducted under
Carl D. Perkins Vocational Education Act
Public Law 98-524

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August 1, 1986

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TABLE OF CONTENTS

I. Table of Contents..... i

II. Abstract.....ii

III. Project Name..... 1

IV. Problem Area..... 1

V. Goals and Objectives of the Project..... 2

VI. General Project Design and Procedures Followed ... 3

Student Population..... 5

Instructional Staff..... 5

Methods..... 6

Materials..... 8

Techniques..... 8

VII. Results and Accomplishments..... 9

VIII. Evaluation of the Project.....15

IX. Conclusions, Implications and Recommendations for the Future.....17

X. Bibliography.....19

XI. Appendix.....20

XII. Balance Sheet.....52

ABSTRACT FOR FUNDING AGREEMENT WITH VOCATIONAL EDUCATION

Title of Project: Improving Vocational Guidance and Counseling at Virginia Commonwealth University by Developing Career/Vocational Assessment Programs

Time Period Covered: August 1, 1985 - May 30, 1986

Goals and Objectives of the Project. The overall objective was to improve the quantity and quality of assessment programs used by Career Planning & Placement, especially as such programs relate to two special needs groups. There were five functional objectives:

1) To review various career/vocational assessment instruments which may be appropriate for college or adult populations.
2) To establish a career/vocational assessment library which could be accessed by other career services staffs.
3) To purchase selected materials suited for use at VCU.
4) To design and implement in-service activities to teach counseling staff and faculty the career assessment process.
5) To plan and implement career assessment programs for two identified sub-populations: freshmen in the humanities and sciences who lack clear vocational identity and adults who need to understand assessment in the context of life planning.

Procedures Followed. The procedures carried out were:

1) Ordered various career/vocational assessment instruments, then selected and purchased tools for use at VCU.
2) Established a library of instruments, informed other career services offices about it and offered displays at the meetings of the Virginia Counselors Association and the Virginia College Placement Association.
3) Trained staff and other professionals in the use of the selected materials.
4) Designed and implemented programs using the instruments for the target groups and evaluated results.

Results and Accomplishments. A permanent library of assessment instruments was established for use by counselors throughout the state. Selected instruments were purchased and staff were trained in their use. The new programs developed for the targeted groups will continue and the use of the instruments has been integrated into existing services. The project was shared with other practitioners through conference presentations and publications.

Evaluation. Feedback from professionals accessing the library and involved in the training was positive. Evaulations completed by participants in the group programs were also very positive.

Conclusions and Recommendations. VCU staff continue to use the selected assessment instruments in both individual counseling and group programs. The library continues to be used on a limited basis and staff are frequently asked to do special programs using the instruments for classes and community groups.

Name of Project. IMPROVING VOCATIONAL GUIDANCE AND COUNSELING AT VIRGINIA COMMONWEALTH UNIVERSITY BY DEVELOPING CAREER/VOCATIONAL ASSESSMENT PROGRAMS

Problem Area. At Virginia Commonwealth University, there had been little effort to provide career/vocational assessment for students and alumni. Two particular groups seemed to be in need of assistance in this area: 1) students in the College of Humanities & Sciences who lacked clear vocational identity and 2) adults, both non-traditional students and alumni, who needed to understand career assessment within the more comprehensive context of life planning.

Recent career development literature supports the notion that these two sub-populations merit special attention. At VCU, many students in the College of Humanities & Sciences who are unsure of their career direction will declare an "undecided" major. In her book, The Undecided Student, Vivian Gordon (1984) describes the many needs of this unique group and discusses model programs being developed across the country. Likewise, the research points to the need for programs targeting adults involved in career change (Aslanian and Brickell, 1978).

VCU has fairly large numbers of individuals in both of these groups. Students in the undecided category number approximately 700 each semester and many more have declared majors which they are unsure of. The median age of VCU students is 27, so the adult population is quite large. Additionally, there are many local alumni (almost 21,000 in the immediate geographic vicinity) who may utilize career services.

This project was an ideal method of addressing the needs of

these two groups. Assessment instruments appropriate for the target groups were selected and purchased. Staff received in-depth training on usage of the instruments and programmatic interventions were developed.

Goals and Objectives of the Project. The overall objective was to improve the quality and quantity of assessment programs used at Career Planning & Placement, especially as such programs relate to two special needs groups. The contributory objectives were the following:

1) To identify potentially appropriate career/vocational assessment instruments for college or adult populations and to order and review as many of these instruments as possible.

2) To establish a career/vocational assessment lending library which would be publicized both directly and through statewide associations to other college career counselors.

3) To purchase in volume those materials evaluated as being best suited for use with VCU students and alumni who might seek career/vocational assessment from Career Planning & Placement.

4) To design and implement in-service activities which would address the needs of VCU counseling staff and faculty, both from Career Planning & Placement and from other offices involved in career/vocational counseling and advising, to learn more about the career assessment process in general and about the chosen instruments in particular.

5) To plan and implement career assessment programs for two identified sub-populations at VCU:

a. Freshmen in the College of Humanities & Sciences

who lack clear vocational identity. This group would be defined by an initial assessment using John Holland's "My Vocational Situation."

b. Adults, both non-traditional enrolled students and Richmond area alumni, who have asked Career Planning & Placement for assistance and who need to understand career assessment within the more comprehensive context of life planning.

General Project Design and Procedures Followed. The basic design of the project included the following procedural steps:

1) Career Planning & Placement researched available career/vocational assessment materials through various catalogs of testing materials and career counseling publications (Zunker, 1981; Seligman, 1980). Other college career services offices were surveyed about their own experiences and recommendations regarding various instruments. Staff ordered sample sets of the instruments.

2) Staff reviewed materials received for appropriateness with college and adult populations. In addition, a local career counselor reviewed the instruments and wrote a report as part of her doctoral work.

3) Staff wrote to the publishers of all the instruments, seeking permission to include a sample set in the lending library.

4) Career Planning & Placement staff established a library of instruments that other career counselors could borrow. Staff developed a listing and lending system and then publicized its existence through a direct mailing to all college career services

offices and through a display at the annual meetings of two professional associations.

5) Based on the review of instruments, Career Planning & Placement selected the following instruments for use at VCU: My Vocational Situation, The Self-Directed Search, Eureka's Microskills, SIGIPlus, and The Myers-Briggs Type Indicator. Materials for these instruments were purchased in volume based on projections for training and administration.

6) VCU staff and other local career counselors were trained in the use of the instruments through a variety of methods. A faculty member presented the results of her research using the My Vocational Situation; VCU sponsored a teleconference called "Six Strategies for Career Counseling: A Model Based on Holland's Typology"; several in-house training sessions covered the Micro-skills computer program; staff attended and presented a session at a regional SIGIPlus conference; and a local consultant ran a two-day training session on the Myers-Briggs Type Indicator.

7) Based on the results of the "My Vocational Situation" administration during the summer of 1985 to all entering students in the College of Humanities & Sciences, staff identified the specific needs of a large group of freshmen.

8) Staff reviewed needs assessments filled out by adults seeking services from the office. This information, along with input from counseling staff, was used to determine needs of this group.

9) Career Planning & Placement staff then developed pilot programs to address identified needs of the two target

groups. "Choosing a Career," for traditional age college students, is a self-assessment program designed to help clients assess their interests, skills and values. "From Insight to Action," a group designed for adult students and alumni, focuses on identification of strengths and on career enhancement. SIGIPlus workshops provide clients with an orientation to the system and to office resources.

10) Staff refined programs after the pilots and continued implementation.

STUDENT POPULATION. Virginia Commonwealth University has an enrollment of nearly 20,000 students of diverse backgrounds in its 175 seperate fields of study. Additionally, over 21,000 alumni still residing in the Richmond area view their alma mater as a resource for continuing education and assistance. Within this broad context exist many sub-populations, including the two identified for this project. Students entering the College of Humanities & Sciences will often be unsure of the career direction, and many will declare an "undecided" major. Alumni of the university accounted for almost 30% of the services delivered by Career Planning & Placement in the most recent statistical year. They, along with enrolled adult students, constitute a large sub-population. Approximately 200 students and alumni have participated in the assessment programs (either group or individual sessions) thus far.

INSTRUCTIONAL STAFF. The Career Planning & Placement staff members most intimately involved with the project were the Director, Assistant Director and Evening Coordinator. These three staff members carried out the bulk of the planning,

coordination and administration of the procedural steps listed above. All six members of the counseling staff at Career Planning & Placement participated in training events. A masters' level practicum student from the University of Virginia's Counselor Education program assisted with the development of the library, two doctoral students from VCU's Counseling Psychology program assisted with program design and implementation, and a masters' student from VCU's Counselor Education program led one of the group programs.

METHODS. Throughout the project, various methodologies were used to develop the lending library, to promote the library and training events, to coordinate training programs, to disseminate materials, to design and implement programs, and to evaluate the project at each stage.

1) A masters' level practicum student did much of the system development for the lending library. Borrowing ideas from library systems, the student set up a filing system for the instruments, procedures for checking out and returning materials, and correspondence which would accompany each order.

2) The practicum student also developed the promotional flyer, order form and display board design. The Evening Coordinator designed a flyer advertising the teleconference. This flyer was mailed to selected VCU faculty and administrators, members of the Richmond area Career Counseling and Adult Development Network, and members of the Virginia College Placement Association.

3) The Director and Assistant Director coordinated all of

the training programs except for the teleconference. When outside consultants were involved, the Director and Assistant Director met with them to discuss possible topics and strategies. Training schedules were then set and all Career Planning & Placement counselors attended. For the teleconference, the Evening Coordinator handled reservations and confirmations through several mailings.

4) All materials were ordered by the Assistant Director, with the assistance of the office's Administrative Assistant. Materials were distributed to the counseling staff and are now stored in a centralized location.

5) The program for students in the College of Humanities & Sciences was designed by the Assistant Director and two graduate Counseling Pyschology students. The students worked part-time as academic advisors in the College and assisted with the grant project as part of their jobs. The pilot program was led by both graduate students, while subsequent programs were led by the Assistant Director, one of the Counseling Psychology graduate students, or a graduate student from the VCU Counselor Education program. "From Insight to Action," the program designed for adults, was developed and led by the Assistant Director and the Evening Coordinator. In addition, the Evening Coordinator and another Assistant Director led separate sessions of "Career Changers," an existing group which incorporates use of Microskills. All members of the counseling staff developed and continue to lead programs on SIGIPlus.

6) Finally, the methodology of evaluation was similar to that described in the original proposal. The following types of

evaluation took place: input evaluation took place through the survey of career services offices and literature review; all materials in the library were reviewed; professionals using the library completed an evaluation; training participants completed evaluations; pilot programs were evaluated through post-tests and through program-specific evaluations; and continuing programs were evaluated on an on-going basis by each group of participants.

MATERIALS. As discussed above, many assessment materials were purchased, both for inclusion in the lending library and for broad usage at Career Planning & Placement. In addition to the assessment materials themselves, supporting documents were also purchased. These other materials included testing manuals, books for the Career Planning Resource Center, audio-visual materials for programs, and supplemental materials for students using the instruments. Most of these materials were purchased directly from the publishers. However, Career Planning & Placement staff developed handouts for use during the group programs, a handout on SIGIPlus (see appendix) and various materials for the lending library.

TECHNIQUES. The basic techniques used were written communication (in order to coordinate events), organization in designing and administering the library, program design and group facilitation (for both training events and programs for students and alumni), counseling skills (used in group programs as well as individual sessions), and strong administrative support at all stages of the project.

Results and Accomplishments. Overall, the project was successful, both in terms of the limited time frame of the grant and in terms of potential future use of the programs developed. Here are the results in the contributory objective areas:

1) TO IDENTIFY POTENTIALLY APPROPRIATE CAREER/VOCATIONAL ASSESSMENT INSTRUMENTS FOR COLLEGE OR ADULT POPULATIONS AND TO ORDER AND REVIEW AS MANY OF THESE INSTRUMENTS AS POSSIBLE. Staff reviewed appropriate literature to identify instruments for purchase and surveyed other college career services staffs (see appendix for survey results). Twenty-five paper and pencil instruments were purchased and reviewed. A report covering the review was written (see appendix). In addition, three computer software programs were reviewed.

2) TO ESTABLISH A CAREER/VOCATIONAL ASSESSMENT LENDING LIBRARY WHICH WOULD BE PUBLICIZED BOTH DIRECTLY AND THROUGH STATEWIDE ASSOCIATIONS TO OTHER COLLEGE CAREER COUNSELORS. Publishers were contacted in order to seek their permission for inclusion of their instruments in the library. Since permission was denied in several cases, sixteen instruments were included in the library. Flyers advertising the library (see appendix) were distributed at the association meetings of the Virginia Counselors Association and the Virginia College Placement Assocation, at the final grant directors' meeting, and through a mailing to all college career services offices in Virginia.

3) TO PURCHASE IN VOLUME THOSE MATERIALS EVALUATED AS BEING BEST SUITED FOR USE WITH VCU STUDENTS AND ALUMNI WHO MIGHT SEEK CAREER/VOCATIONAL ASSESSMENT FROM CAREER PLANNING & PLACEMENT. Several instruments were deemed most appropriate for use at VCU:

My Vocational Situation (for use with students in the College), The Self-Directed Search (also for use with students in the College), Eureka's Microskills (for use with both groups), SIGIPlus (for use with both groups), and the Myers-Briggs Type Indicator (for use primarily with adults). A supply of the My Vocational Situation and a lease arrangement on SIGIPlus had been purchased prior to the grant period. For these two instruments, supporting materials were purchased through the grant. The Microskills software was purchased, along with supporting materials such as a card sort and worksheets. Finally, volume supplies of The Myers-Briggs Type Indicator and the Self-Directed Search, along with client booklets, were purchased. Other supplies for use by counselors and clients included audio tapes, card sorts, workshop leaders' kits, and books for the Career Planning Resource Center.

4) TO DESIGN AND IMPLEMENT IN-SERVICE ACTIVITIES WHICH WOULD ADDRESS THE NEEDS OF VCU COUNSELING STAFF AND FACULTY, BOTH FROM CAREER PLANNING & PLACEMENT AND FROM OTHER OFFICES INVOLVED IN CAREER/VOCATIONAL COUNSELING AND ADVISING, TO LEARN MORE ABOUT THE CAREER ASSESSMENT PROCESS IN GENERAL AND ABOUT THE CHOSEN INSTRUMENTS IN PARTICULAR. Different training strategies were utilized for each of the chosen instruments.

a) My Vocational Situation. Dr. Sandra Olson, Assistant Professor of Psychology at VCU, led a workshop for Career Planning & Placement counselors. The workshop covered use of the instrument as well as Dr. Olson's substantial research involving the instrument. Counselors also read information on the MVS such

as the manual and related articles.

b) The Self-Directed Search. Each counselor received a copy of the Counselor's Manual and the instrument was discussed in a counselors' meeting (all counselors were familiar with the instrument from previous exposure). Career Planning & Placement hoped to support and expand usage of the SDS and Holland`s theory of vocational development and so sponsored a teleconference. Copies of an article (see appendix) written on Holland's typology by Dr. Howard Rosenberg and Mr. Shayn Smith were mailed with a flyer (see appendix) to members of the Virginia College Placement Association, members of the Richmond Career Counseling and Adult Development Network, and selected VCU faculty and administrators. These people were invited to read the article and attend a teleconference with the authors. Thirty-six individuals attended the conference and luncheon. Many of the participants also attended an afternoon session to examine the SIGIPlus and Micro-skills computer programs.

c) Eureka's Microskills. Because this computer program is fairly new on the market and few "experts" exist, staff elected to train themselves on the system. Counselors met three times to learn about Microskills. During these meetings each counselor presented information, based on reviews of the literature and software program, on a particular aspect of the program. Some examples of topics covered included administration of the instrument, design of the program, the skills assessment process, and using the computer. As mentioned above, other career counselors in the state had the opportunity to get "hands-on" exposure to Microskills after the teleconference.

d) SIGIPlus. Five of the six counselors at Career Planning & Placement attended a regional conference on SIGIPlus. Topics covered at the conference were designed to assist counselors in implementing usage of SIGIPlus. The Director and Assistant Director made a presentation, "Pre-SIGI Counseling Techniques," to conference participants. In addition, several staff meetings on implementing usage of SIGIPlus were held. Again, area counselors examined the program after the teleconference and individual sessions for VCU faculty and administrators continue to be given by staff as word of SIGI spreads.

e) The Myers-Briggs Type Indicator. Many of the counselors at Career Planning & Placement were familiar with this instrument. Ms. Nancy Millner, a Licensed Professional Counselor who uses the instrument in her own career counseling with adults, ran a two-day training session for staff. One segment covered the history of the instrument and an introduction to the instrument. Counseling and support staffs at Career Planning & Placement participated in a teambuilding session, and counselors spent additional time in a segment covering use of the MBTI in career counseling. Most of the counseling staff belong to the Association for Psychological Type - Richmond Chapter, an organization which sponsors programs involving the Myers-Briggs. Two staff members currently hold offices with that organization, one as President-Elect and one as Program Chairperson.

5) TO PLAN AND IMPLEMENT CAREER ASSESSMENT PROGRAMS FOR TWO IDENTIFIED SUB-POPULATIONS AT VCU: FRESHMEN IN THE COLLEGE OF

HUMANITIES & SCIENCES WHO LACK CLEAR VOCATIONAL IDENTITY AND ADULTS, BOTH NON-TRADITIONAL ENROLLED STUDENTS AND RICHMOND AREA ALUMNI.

a) Programs for Freshmen in the College of Humanities & Sciences. All entering freshmen in the College were given the MVS (see appendix for results). Seventy students who scored 6 or below were targeted for a special group (see appendix for program outline). The MVS, Self-Directed Search, SIGIPlus and Microskills were part of the programs. Ten students participated in this pilot program during the fall term.

Based on comments from the program leaders and the consultant (Dr. Olson), as well as the low rate of participation, some changes were made after the pilot. Staff felt that many freshmen were not yet ready to begin career exploration (many of them are still adjusting to college). Furthermore, many students who score low on the MVS have characteristics such as low self-esteem and lack of confidence. Staff thought that integrating this population with an older, more mature group would enhance the group process.

In the spring semester, four career exploration groups were held, with an average of 8 participants each (see appendix for outline). These groups were composed of students from all levels in the College of Humanities & Sciences. Many of these students were in the "undecided" major, although a few were simply in majors which they were unsure of. Participation and process were enhanced by the change.

In addition to these "Choosing a Career" participants, many students from the College were involved with SIGIPlus. Group

and individual orientations to the system were available, and approximately forty College students used SIGI. In the pilot of the group programs, follow-up sessions were scheduled. However, after evaluations indicated that the follow-up sessions were not necessary, only introductory sessions were held. These sessions continue to be held twice a month.

b) Programs for adults. Staff identified the needs of adults as being to maximize their career development in their current careers and, for some, to consider a career change.

Staff developed a program called "From Insight to Action," which was designed to help participants identify their strengths, examine the relationship between their strengths and career areas, and to assist them in capitalizing on these strengths in order to enhance career development (see appendix for outline). The program was designed using the Myers-Briggs Type Indicator as a tool to achieve the stated goals. This program was piloted in the spring semester and eight adults participated. With a few changes in the program design, Career Planning & Placement will offer the program again in the upcoming year.

The "Career Changers" group was an existing program into which use of Microskills was integrated. It had an entire session on skills assessment and the Microskills program fit well into the design. Two groups were offered in the spring semester, with an average of eight participants. "Career Changers" continues to be one of the office's most successful programs and plans are to continue offering it twice a semester.

Additionally, many adults have also taken advantage of the

SIGIPlus program. It often is an excellent follow-up activity to either the "From Insight to Action" or "Career Changers" programs.

Evaluation of the Project. Several forms of evaluation have already been mentioned. Context evaluation was performed through the preliminary needs assessment, input evaluation occurred through the materials survey and literature review, and instruments were evaluated in the report. Copies of all of these are available in the Appendix.

In addition to these forms of evaluation, evaluation of the training efforts and programmatic interventions also took place. Compilations of the evaluations for some of the programs are available in the appendix, and evaluations from all of the programs are summarized below.

Participants in the teleconference indicated that both the Holland session and the sessions on the computer programs were helpful. Although some felt that the speakers at the teleconference could have improved their presentation, the program was a success overall. A summary of the evaluations can be found in the appendix.

Although written evaluations of other training activities are not available, these programs were also successful. Counselors now demonstrate a thorough knowledge of the instruments and are able to integrate use of assessment into their counseling practice.

In the "Choosing a Career" group programs, group members completed a pre- and post-group administration of the My Vocational Situation. The differences in scores on the

vocational identity scale clearly show that the program enhanced students' goal directedness, sense of interests and skills, and ability to make career/educational decisions. The average on the pre-test was 5.36 out of 18, while the average post-test score was 12.18. Additionally, participants filled out written evaluations of the program. Students indicated that the program helped them learn about themselves, make decisions, and know of available resources. Even those who had not yet reached a decision said that they felt better about being undecided and knew what their next step might be. Participants also commented that the interaction with others was positive and that they appreciated the feedback and ideas of different group members.

The "From Insight to Action" program has only been offered once in its pilot stage. Evaluations from the pilot group were positive and are summarized in the appendix. Plans are to modify the program somewhat by eliminating the third session (case studies) and expanding the fourth session (communications skills).

The "Career Changers" program has had a tremendous success this year and plans are to continue offering it in the current form. The program consistently gets "excellent" ratings on evaluations, and there is typically a waiting list for the next program.

SIGIPlus has also been in strong demand this year. In the pilot phase, workshops consisted of two parts ("before" and "after" sessions). Since many participants did not attend the second session and evaluations indicated that the second session

was not necessary, the present workshops have only one session. This session, which orients students to the computer and stresses methods of follow-up with a counselor, is working effectively. Evaluations are completed as students finish with the program and they tend to be very positive, both on the usefulness of the program and on the orientation they received.

Conclusions, Implications and Recommendations for the Future. The grant project was successful for Career Planning & Placement in many ways. Students and alumni now have access to helpful career assessment programs, either on an individual basis or as part of an on-going program. Counseling staff at Career Planning & Placement have been exposed to a variety of instruments and have received in-depth training on certain instruments. These counselors are now able to integrate the use of assessment tools into their career counseling. Effective assessment programs have been established and will continue to be a part of office services. In fact, the College of Humanities & Sciences has agreed to continue support (through use of their graduate assistants) for the group programs for undecided students.

Several administrative problems were encountered during the grant project. Late notification of the grant caused difficulty in setting up the library with ample time to review all instruments thoroughly. Ordering problems with two instruments also occurred. Eureka, the company which publishes Microskills, had a few "bugs" in their software and were unable to ship the software when we first ordered it. This caused some changes in program scheduling and design. After the volumne purchase of The Self-Directed Search, an updated version of the instrument was

put out by a new publisher. Thus, additional expenditures were incurred in order to purchase copies of the updated "Occupations Finder."

Since the project was a success overall, Career Planning & Placement thought it would be valuable to share the learnings with others. As mentioned above, the Director and Assistant Director presented a session on SIGI at a regional conference. The Assistant Director presented a session covering some of the programs, "Implementing Group Career Counseling," at the Virginia Counselors Association annual meeting. Staff members have been asked several times to lead programs on the Myers-Briggs Type Indicator for classes and community groups.

Additionally, the Virginia Counselors Association carried an article on the grant project in the May issue of The Relator and an article on adult services (which includes a section on the group programs) has been accepted for publication in the Journal of College Student Personnel. Finally, an article covering the career exploration program for College of Humanities & Sciences students has been submitted to the Journal of Counseling & Development (notification pending).

In summary, the project was a success for Career Planning & Placement. The programs which began during the actual funding year have now been incorporated into office services and have proven to be valuable tools in career planning. The programs funded through the grant have improved both the quantity and quality of assessment programs at Virginia Commonwealth University and these changes seem to be long term.

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CONTENTS OF APPENDIX

1) SIGIPlus Handout.....21

2) Survey of College Career Offices.....24

3) Report on Assessment Instruments.....31

4) Lending Library Flyer.....36

5) Rosenberg & Smith Article.....37

6) Teleconference Flyer.....41

7) My Vocational Situation Results.....42

8) "Choosing a Career" Outline.....43

9) "From Insight to Action" Outline.....44

10) Teleconference Evaluations.....45

11) "From Insight to Action" Evaluations.....50

SIGI PLUS AT A GLANCE

SIGI PLUS covers all the major aspects of career decision making and planning through a system of nine separate but interrelated sections. You may find some sections of SIGI PLUS more useful than others. SIGI PLUS's layering concept allows users to explore the system in different degrees of detail, depending on the amount and type of information they need.

INTRODUCTION

What's in SIGI PLUS?

It includes:
- a complete overview of SIGI PLUS.
- a recommended pathway through the system.

Special Features:

- Explains clearly what's in the system.
- Guides you to the sections that apply to you.
- Lets you request additional details about each section before you choose.

Tips and Cautions:

- Pay attention to the limitations.
- Use the print option (F3) often throughout the program.
- Although SIGI PLUS will recommend a pathway, most people benefit from starting with the self-assessment section.

SELF-ASSESSMENT

What do I want? What am I good at?

You can:

- look at work-related values and decide what's most important to you.
- choose the main interest fields you want to use in your work.
- look at a list of work activities and say what you like and what you can do well.

Special Features:

- Allows you to consider your values, interests and skills for career selection.
- Helps you to decide what's really important to you.
- Introduces an activities inventory that links interests and skills.
- Provides examples of these in everyday life.

Tips and Cautions:

- Pressing "9" throughout the program will give you further explanation. Use this option at least once in each new section, and use it frequently in the values section.
- Be aware that SIGI PLUS does not sort on job choice values; you will need to explore them in other ways.
- Print the final weighted values screen and a summary of your interests and activities for use in SEARCH, INFORMATION AND DECIDING (SIGI PLUS won't remember).
- You may feel frustrated by the number of interests and activities you are allowed to select in this section. However, once you are in SEARCH, you will be able to expand your choices.

SEARCH

What occupations might I like?

You can:

- choose features you want in your work.
- choose features you want to avoid.
- create a list of occupations that match what you ask for.

Special Features:

- Shows you how to produce a personalized list of occupational alternatives.
- Allows any combination of values, skills, interests, combined with educational levels and features not wanted.
- Shows how each specified feature affects the number of occupations on the list.
- Explains which features eliminated an occupation from your list.

Tips and Cautions:

- Every choice you make in SEARCH narrows down occupations on your list. Be sure you start entering items in their order of importance to you.
- You really need to get definitions (option "9") on some SIGI PLUS terms, e.g. "more than average amount."
- Some responses are "additive"; for example, SIGI PLUS gives only occupations which fit both if you give it two interest fields.
- "Required education" will screen for a bachelor's degree, but will not differentiate between bachelor's and advanced degrees.
- Remember that you can get more than one list. Use SEARCH to explore options in several of your interest and activities

areas.
- You can also ask why certain occupations did not appear on your list. You'll probably want to use INFORMATION and SKILLS to further explore these occupations before ruling them out.

INFORMATION
What are certain occupations like?

You can ask specific questions, including:

- What is the potential income in this field?
- What is the employment outlook?
- What skills are required?
- What are some of the duties?

Special Features:

- Answers 27 questions about each occupation.
- Gives alternative job titles.
- Provides additional sources of information.
- Contains up-to-date information.

Tips and Cautions:

- Reviewing two occupations at a time can help you to compare them since SIGI PLUS will display their characteristics side by side.
- Note that some of the values you looked at earlier appear under the "personal satisfactions" section (questions 16-22).
- SIGI PLUS only lets you ask 10 questions at a time, but you can always ask more after you get those responses. (This is an excellent section to get printouts for later review.)

SKILLS
Can I do what's required?

You can:

- see specific skills required for any occupation, including managerial skills.
- rate yourself on these skills.

Special Features:

- Shows how work skills are applied in a chosen field.
- Provides examples of how these are applied in everyday life.

Tips and Cautions:

- If you are thinking about being a manager, be sure to look at the skills required, particularly at the Work Style section. Also, in answering the questions, be honest about the evidence from your own past.
- Since there is no single job called "manager," you will need to decide in which area you want to be a manager.
- The printouts in this section are excellent ones to use in formulating questions for informational interviews.

PREPARING
How can I prepare for this career?

You can:

- see typical preparation paths for careers.
- estimate your likelihood of completing the necessary preparation.

Special Features:

- Allows you to see educational requirements such as courses.
- Helps you to consider some important factors related to preparing.

Tips and Cautions:

- After a quick overview, SIGI PLUS will give you the option to see more about how to prepare (option 2). Most people find it helpful to use this to thoroughly investigate requirements.
- Refer to your printouts from earlier sections to get the occupation's SIGI code. (This is easier than going through the directory.)

COPING
How can I handle common worries?

You can:

- get suggestions on dealing with issues related to preparing for a career.
- learn how to handle worries common to adults in a training situation.

Special Features:

- Gives suggestions and exercises for time management.
- Suggests alternatives for financing your education.

Tips and Cautions:

- Use these suggestions only as a starting point; you'll want to do further research as well.

DECIDING
What's right for me?

You can:

- compare three occupations at a time, looking at their rewards, your enjoyment level, and your chances.

Special Features:

- Summarizes what's been done in other

sections.
- Provides a decision-making strategy.

Tips and Cautions:

- Refer to your printouts from the self-assessment section when setting up your "deciding square."
- Use option "9" often to review values, interest fields and activities.

NEXT STEPS

How can I put my plan into action?

You can plan short-term goals such as:

- more education or training.
- building a network of contacts.
- writing a resume.

Special Features:

- Helps you decide exactly what you should do to move towards your goals.
- Provides suggestions on how to do it.

Tips and Cautions:

- If you aren't sure how to implement a possible next step, be sure to ask SIGI PLUS to give you further information on it.
- SIGI PLUS will give you a good "short course" on the next step, but you'll want to use other resources, such as books or videotapes on the topic, to learn more.

* Portions of this handout were used with permission from the Educational Testing Service and are adaptations of their "SIGI PLUS at a glance" handout.

SURVEY OF CAREER/VOCATIONAL ASSESSMENT INSTRUMENTS USED BY VIRGINIA CAREER PLANNING & PLACEMENT OFFICES

The results given below are the result of a survey done in the spring of 1986. Virginia Commonwealth University's Career Planning & Placement office sponsored the project under funding from the Department of Education through Virginia Vocational Guidance Projects. The survey was sent to college members of the Virginia College Placement Association, and 20 responses were received. The instruments used are listed in alphabetical order. Listed under each instrument are the total number of institutions which indicated using the instrument (N=), an average of their overall rating (scale was 1 (low) to 5 (high)), and individual comments regarding the instrument.

THE ADJECTIVE CHECKLIST (N=1) (rating = 5)

"Use with all students. Provides profile report based upon Henry Murray's Need Scales with the addition of several topical (self-control, self-confidence, personal adjustment) and transactional analyses (critical parent, nurturing parent, adult) scales. The Adjective Checklist is a projective measure, more easily interpreted and utilized than most projective measures, which presents to the student the relative strenth and potential conflicts of certain psychological needs. We use it as a self assessment/personal awareness tool with those seeking career counseling and use it as a personality assessment/need conflict measure for those seeking short-term counseling for personal concerns."

CALIFORNIA OCCUPATIONAL PREFERENCE SYSTEM (N=3) (average rating = 4)

"Good for exploration of broad areas of interests. Based on Ann Roe's theory. Many times provides an indication of the counselee's level of interest, i.e., professional or skilled. Good supplementary exploratory materials provided in the Profile and Guide. Not sex biased and does not confound self perceived competencies with interests as the SDS does."

"Use with sophomores, juniors, seniors and non-traditional age students. A good tool for assisting students with vocational choices. It is also useful in determining the degree of focus and vocational maturity of students. The summary guide allows the counselor and the student to evaluate the consistency of interests and values. Often used in follow-up sessions with undecided majors."

"Use with non-curricular students to help them choose a major."

CAREER ABILITY PLACEMENT SURVEY (N=4) (average rating = 3.75)

"A brief estimate of eight vocational aptitudes. Easily administered and scored. Must be used cautiously. No valid occupational norms are provided. Can be used in a supplementary way."

"Use with students unsure of abilities - short (40 minutes), self-scoring measure of career abilities. Easy to interpret. Use in conjunction with an interest survey."

"The CAPS portion of the system is rarely used because the instrument is a gross measure of ability and not useful with college students."

CAREER ASSESSMENT INVENTORY (N=2) (average rating = 4.0)

"Use in orientation class with undecided students. Gives students information on how their interests compare to individuals already employed in various areas."

"Parallels the SCII in format. Good for those who have two years or less educational aspirations. Construction of the instrument seems as good as the SCII."

CARER DECISION MAKING SYSTEM (N=1) (rating = 4.5)

"I'll give the Harrington-O'Shea system a 5 for use with high school age students and a 4 for college age students. I like the way it combines all the data on one sheet on the Interpretive Folder. It is quick, easy to score, and once familiar with it, can be interpreted very clearly for clients. (We also now have this on computer through the Guidance Information System (GIS))."

CAREER DECISION SCALE (N=1) (rating = 4.0)

"A 19 item survey of problems in decision making. A good quick survey. Not as heavily loaded on the occupational information factor as Holland's MVS."

EDWARDS PERSONAL PREFERENCE SCHEDULE (N=1) (rating = 3.0)

"Provides information on the counselee's needs. For most persons it seems to elicit insight and talk about themselves. Has been a good instrument in providing a broad approach to career assessment."

GUIDANCE INFORMATION SYSTEM (N=2) (average rating = 3.5)

"Do not use the interest inventory section since VIEW. Is used to obtain printouts on graduate schools."

"Use with undecided students - Helps them to relate their assessment of preferred subjects, abilities, job values, and interests, to a variety of occupations. It is fast and convenient - students can immediately select another file - occupational, college, etc. Students just out of high school love it; older students learn to get over their `high touch' fear. GIS has limitations (1000 + occupations, 1000 + colleges) but its `search' capability and its CDM make it an invaluable tool for our CRC."

HALL OCCUPATIONAL ORIENTATION INVENTORY (N=1) (rating = 5)

"Good for focusing on work characteristics."

JACKSON VOCATIONAL INTEREST SURVEY (N=1) (rating = 4.0)

"Use with older students and adults. Seems to be more oriented toward older persons, that is, college age and older. It also seems to be a bit more oriented toward the college-bound rather than the vocational oriented. It is long and takes a bit longer to complete the survey, but easy to score and profile for final results."

JOB SEARCH BAROMETER (N=1) (no rating given)

"Use in career planning."

KUDER OCCUPATIONAL INTEREST INVENTORY (N=2) (average rating = 4)

"Good when a forced choice format is desirable. Also provides college major similarity information. Recent addition of the broad interest scales of the KPR-V helpful."

"For student leaving college to go to a vocational school."

MY VOCATIONAL SITUATION (N=1) (rating = 4.0)

"Use with vocationally undecided students. Gives some insight into career counseling needs the student has and gives a score for strength of `vocational identity.' Works well as a needs assessment, particularly for large groups. Use as a pre- and post-test in group career counseling. Easily scored."

MYERS-BRIGGS TYPE INDICATOR (N=3) (average rating = 4.33)

"Most effective with clients who are clear on personal preferences and are trying to identify work settings and work tasks that use their strengths. Not intended to identify specific career areas. Should be used only by counselors who have a thorough understanding of type development."

"A fine way to begin a broad approach to career decision making with general personality characteristics. A well constructed instrument tied to Jung's theory. Career counseling is one of the many applications for this instrument. The forthcoming occupational atlas will be a welcomed addition."

"Use predominantly with adults, although some traditional aged college students find it helpful. Excellent instrument to assist clients with self-assessment; for most people, taking the MBTI tends to be an affirming experience. Use it as a process tool in individual or group counseling. Counselors need specific training on the MBTI before administering it."

OCCU-SORT (N=1) (rating = 4.0)

"For truly undecided students who need individual assistance."

OHIO VOCATIONAL INTEREST SURVEY II (N=1) (rating = 4.0)

"Use computerized version with undecided students. Gives a four page printout with information for an initial look at a wide range of careers. 45 minute time period required. Not "user friendly."

SELF DIRECTED SEARCH (N=10) (average rating = 4.15)

"Excellent for groups. Advantage over SCII is that answers are immediate. Group discussion is good, when clients help each other and talk about various points."

"Use with undecided students. Gives a detailed, 10 to 12 page printout on computerized version. Gives numerous occupational titles that match persons interest."

"Use with undecided students. Useful in introducing students to the Holland framework and enabling them to find some beginning links to careers. Takes the mystery out of tests by being self-scoring. Quick, immediate results."

"The 1985 revision of the SDS and Occupations Finder can be used effectively for both group and individual career counseling. Competency section may give a 'false reading' for adults who are thinking of changing career direction. Clients find new finder very helpful."

"Use with traditional-age undecided students individually and in groups. The concept of Holland typology is helpful to students. Use it as a devise to generate ideas and aid in self-understanding, not as a "test." Do not recommend its use with adults because the results in the competency section tend to skew the overall results for individuals who have work experience."

"Used occasionally as an adjunct to SCII."

"Use with all students. An interest inventory which gives alternatives and confirms, reassures students. After doing VIEW some feel this takes too long."

"Used in career planning."

"Used with career changers and vocationally undecided. Allows for student/counselor interaction - student seems more invested in the process. More immediate return for student. Update of Finder has been particularly welcomed."

NOTE: One respondent indicated that he did not use the SDS and included an article on why. The abstract from the article reads: "John Holland has contributed a great deal to the research on the structure of vocational interests. With the Self-Directed Search, however, Holland has developed an instrument of questionable use at best. Accusations of sex bias, especially by Dale Prediger, are only one of the problems with the SDS. A serious problem also exists in use of estimates of abilities. These problems and more led this writer and other writers to be concerned about the potential misdirection of the SDS."

SIGIPLUS (N=4) (average rating = 4.5)

"Use with educationally, vocationally undecided, career changers. Quite comprehensive, lends itself to both independent and counselor aided exploration."

"Use in career planning with adult students."

"Use with all students. Enables students to get in touch with what they value in the work place. It is used primarily by undecided students, however, it is used by students to reaffirm their career direction."

"Use with students and alumni, both those who are undecided and those in need of career information. Fairly thorough self-assessment component. Particularly like the information, skills and preparation sections which enable the user to further explore options. Works best in conjunction with counseling."

STRONG CAMPBELL INTEREST INVENTORY (N=10) (average rating = 4.0)

"Use with students, alumnae, and community. Holland categories

are most useful. A good way to open up discussion with client about direction to go."

"Over the years, the most frequently used instrument for assessing career interests. Probably the best instrument for professional (4 year college) or more training aspirations. The connection to a theory (Holland's) has strengthened the instrument."

"Use with undecided students. Predominantly used by underclassman when deciding upon a major, internship possibilities and informational interviewing guidance."

"Most useful for clients who have a clear understanding of individual 'likes' and 'dislikes' and are attempting to translate their preferences into broad occupational interest areas. Many clients need self assessment sessions before taking and after interpreting the SCII. Answers recorded in expendable test booklets can add useful information to the counseling session."

"Use with all students."

"Good for college age and older adults. Provides great initial information from which one can continue to explore. Turn-around time for computer scoring is a bit of a disadvantage."

"Use with undecided and older students. Some insight into career counseling needs. Feedback is not immediate - have to mail to Durham, N.C. to be scored. Very often it reinforces what the student already knows about his interests. "

"Use with the vocationally undecided. The more undecided the student, the less helpful the SCII. For a student who has already done good thinking, it is a good affirming experience."

"Use with undecided students. We have found this instrument useful to get students thinking about careers and possible options."

VIRGINIA VIEW (N=7) (Average Rating = 4.05)

"For undecided students, students in beginning phase of career development, returning women and veterans, mature adults who are beginning to realize the necessity for a career - not just a job. Students like to use the fiche. THey make positive comments about the quality of information on fiche. Having the computerized search has helped to increase follow-up on the fiche. Always used in conjunction with other interest assessment device."

"Best on information on careers."

"Use with freshmen and prospective students. A good initial instrument to introduce the concept of the components of a vocational choice to students. The Career Search is easy to administer and works well with large groups. The students like to "see"

the results. The capacity to change choices and create a new profile is an important aspect of the instrument and often leads to further self assessment by the counselee."

"Use with students, alumnae and community members who are unsure about their career choice. It is best for generating some options and giving information, but does not give a thorough self assessment. Easy to use for class projects and group presentations. "

"Not a test, but a good resource for career information and ideas."

"Use with all students. An interest inventory which prints out job titles. For those who are undecided it gives them some direction - a starting point, alternatives, a place to begin exploration. For those who are decided, do it for fun, reinforce feelings. I like because it is fast and easy to do and gives them a printout of occupations."

"Used by students who are seeking employment."

SUMMARY REPORT OF CAREER/ASSESSMENT INSTRUMENTS PROJECTS

This project was designed by the Virginia Commonwealth University Office of Career Planning and Placement under funding from the Department of Education through Virginia Vocational Guidance Projects. The purpose of this study was to review various career/vocational assessment instruments which might be appropriate for use with college and adult populations and to establish a career/vocation assessment library which could be accessed by college career services staff throughout Virginia.

Various career/vocational assessment instruments normally suggested for college/adult populations were targeted by the VCU staff from the literature and through professional consultation. These instruments were ordered and made available on a loan basis to Career Planning and Placement Centers across Virginia. Counselors were asked to examine the instruments and to evaluate them as to their usability. A copy of the evaluation which was used is attached. I was also asked to act as a consultant to this project and to review and complete an evaluation for each instrument as well as to tally other evaluation which might be received.

I have examined their 23 instruments (a list of them is attached) and when available I have examined manuals or other supporting materials. All instruments selected are already judged to be appropriate for use by masters level counselors, to have established acceptable validity and reliability

(when appropriate), to be inexpensive enough for practical consideration, and to be designed for a "normal" older student population. I looked at them specifically to see what information each instrument might provide for the career planning process and whether or not they seemed useable in a Career Planning and Placement Center. If I noted anything especially significant I also noted that (ie scoring difficulties, particular staff expertise, good for handicapped students, etc.)

The reason I agreed to do this project was that I have for years been using a small number of assessment instruments with clients (particularly the Strong Campbell,the Myers Briggs Type Indicator, Eureka, Harrington-O'Shea, Edwards, The Self Directed Search and a few others) and this was an opportunity for me to look at the major instruments currently on the market without having to order sample sets myself. I wanted to see if I were missing any significant tools.

As I reviewed these tools I mentally divided them into the traditional categories of interest assessment, skill assessment, personality assessment and values assessment and a mixed group to take care of the decision making, career maturity etc. instruments.

It seems to me that the Strong-Campbell II has no competition in the area of interest identification-not withstanding the fact that it has to be machine scored and usually isn't available for direct feedback. The Ohio Vocational Interest Survey is somewhat interesting, but seems to me to be better for younger students and I would not choose it unless hand scoring were a big

issue.

As is usually the case, skills inventories in this group of instruments were the fewest in number and the weakest in content. I am not satisfied with the depth of the Self Directed Search's self reported competencies or the Harrington-O'Shea's self reported skills and I am extremely unhappy with the California Aptitude Profile (CAPS) because of the lack of research which I have seen and because of the very negative reactions adult students have to such a test. EUREKA, a more demanding self report skills assessment instrument based by Richard Bolles' process, I believe is far superior. The VCU Career Planning and Placement Office has this computerized system but the instrument which can be hand scored was not included in these instruments.

In the area of values, my favorite instrument is the Study of Values by Allport, Vernon and Lindzey. Based on Spranger's "Types of Men" theory, it sorts clients by their value systems and is particularly nice to use with other instruments- especially the Strong Campbell and the Myers Briggs.

There are several good personality inventories in the instrument reviewed. My certain favorite is the Myers Briggs Type Indicator because of its theoretical base and the ever expanding body of research dealing with it many, many applications- and especially because of its affirming nature. The Adjective Check List seems also quite good and can be used in a multitude of ways also. I would especially like to see its measure of self esteem. And the Edwards is a good personality inventory. I find it less directly related to career choice, but it has a great deal to offer in work on career

satisfaction and Life planning as it addresses needs.

My Vocational Situation (Holland) is a useful little 5 minute instrument designed to target career planning needs. I would use it in a Career Planning and Placement Office where time is almost always in short supply. I think it much more cost effective than the Career Development Inventory, the Career Decision Scale and the Career Maturity Inventory which basically look at the same issues although in more depth.

The Career Decision-Making System (Harrington-O'Shea) and the Self Directed Search (Holland) are quick system approaches. They might be most appropriate for exploratory groups.

The Decision Making Inventory is interesting in its attempt to look at decision making style as to how "systematics" and "spontaneous'" and "external" and "internals" approach decision making. You can, however, I feel get the same information -and a great deal more- from the Myers Briggs Type Indicator.

The JOB-O and MAJOR-MINOR FINDER are pieces which it might be nice to have in a career center when one encounters students needing a quick way to generate options for exploration. I doubt they would be greatly used, but they are inexpensive and require practically no staff time for training.

Very few evaluations have been received from other counselors in Virginia, but several have arrived. Two counselors evaluated the Career

Decision-Making System (Harrington-O'Shea). One ranked it a 4 and the other a 2 or 3 and said it was "superficial". JOB-O was examined by one counselor who thought it would be "good used in conjunction with other instruments", but questioned its validity. Another counselor liked the MAJOR-MINOR FINDER. One counselor reported liking the Behavorial Interviewing Skills Analyzer, but reported that she would use it to train employers to interview rather than with students. And one other counselor reported she would not use the Ohio Vocational Interest Survey (OVIS) because "COPS and the Harrington-O'Shea were easier" and that she "like the SDS though she finds it time consuming in a counseling session."

My goal in participating in this project was, as stated previously, to become more familiar with instruments commonly used in career planning with older students and adults and the goal has been met. I am now, as before this project, quite aware of the extreme limitations of "tests"-especially with mature adults. I do, however, believe it is appropriate to use them in order to get material in a cost effective manner for the counseling process. I remain convinced that the majority of career tests were designed for mass testing in the school systems and have only superficially made any attempt to respond to the needs of adults. I am quite please with my current choices, but will as a result of this study at least try the Adjective Check List and the Study of Values.

Individual evaluation sheets with short descriptive comments have been submitted to the VCU Career Planning and Placement Office and these- or currently the instruments themselves- may be examined if anyone desires.

Nancy Miller
May 7, 1986

INTRODUCING...

RAM-ON-THE-ROAD LENDING LIBRARY OF CAREER AND VOCATIONAL ASSESSMENT INSTRUMENTS

GOALS:
* To encourage others to examine career/vocational assessment materials for possible adoption at their institutions.
* To identify and review potentially appropriate career/vocational assessment instruments for college or adult populations.

ORDERING: Send in the form below and the requested instruments will be mailed to you. Please follow a few guidelines in using the instruments: do not mark on the instruments, honor copyright restrictions, and fill out a short evaluation form. The loan period is 3 weeks.

INSTRUMENTS:

Behavioral Interviewing Skill Analyzer
Career Assessment Inventory
Career Decision-Making System (Harrington-O'Shea)
Career Decision Scale, The
Career Maturity Inventory
Career Occupational Preference Survey
Decision Making Inventory, The
Edwards Personal Preference Schedule
JOB-O
Leisure Activities Blank
Major-Minor Finder, The
My Vocational Situation
Occ-U-Sort
Ohio Vocational Interest Inventory
Self-Directed Search, The
Vocational Preference Inventory

This project is funded through a grant from the State Department of Education through the Virginia Vocational Guidance Projects.

Instrument(s) requested: _____

Name & Title: _____

Mailing Address: _____

_____

_____

_____

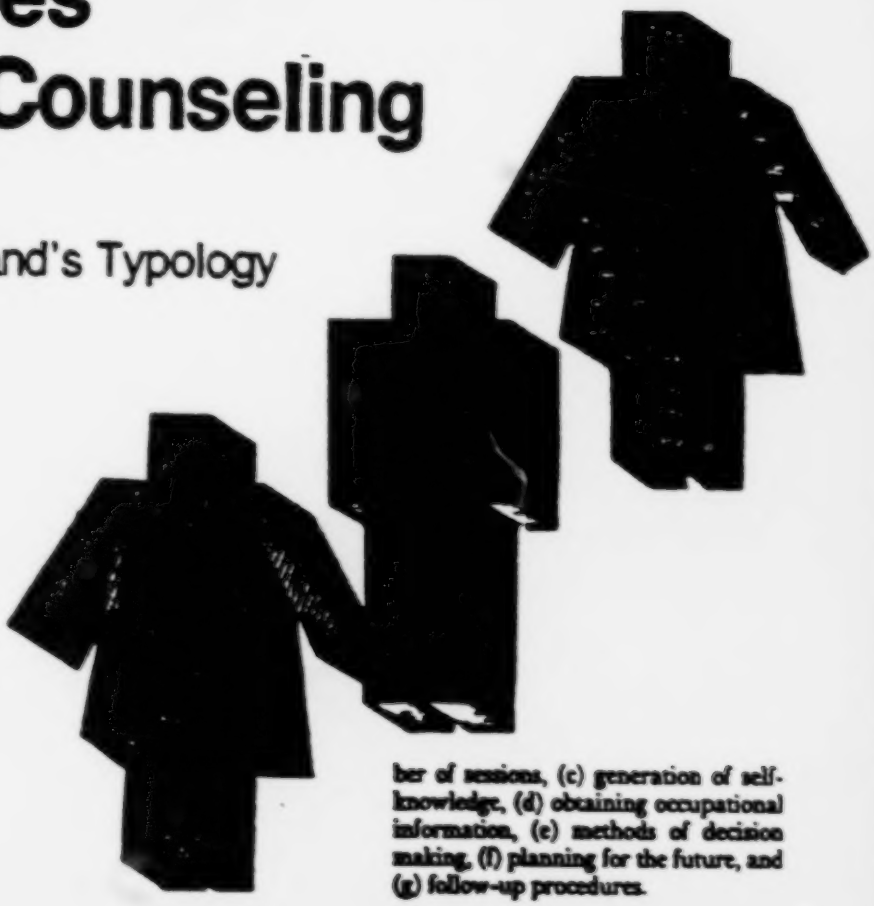
Telephone: w) ( ) -

Please complete and mail to:

Susan B. Brock
Assistant Director
Career Planning & Placement
Virginia Commonwealth University
VCU Box 2007
Richmond, VA 23284-0001

Six Strategies for Career Counseling

A Model Based on Holland's Typology



BY HOWARD G. ROSENBERG AND SHAYN S. SMITH

IT IS A HARD lesson to learn, but the career counseling profession is realizing that not all students respond similarly to the same counseling strategies. Researchers are challenged to discard the "client uniformity myth" and test for the interaction between career counseling interventions and student attributes (Frezz). Likewise, practitioners may do well to develop counseling strategies designed to meet individual needs.

Holland's theory of vocational choice offers a classification system useful in designing differential treatment for students seeking career counseling. According to the theory, there are six distinct personality types, each requiring its corresponding environment type to fulfill its unique needs.

For example, Holland says *realistic* types prefer concrete over abstract problems and seek an environment dominated by the systematic manipulation of things such as machinery and tools. *Investigative* types are research-oriented and deal well with abstractions; they are best suited to environments characterized by attention to detail and analysis. *Artistic* types like to express their creative abilities in a relatively unstructured setting.

Social types are people-oriented and seek out places where they can engage others in a communicative and helping manner. *Enterprising* types prefer to use their verbal skills to persuade and lead others; their environment is dominated by competition and the attainment of control. *Conventional* types feel comfortable with routine tasks and respond favorably to an environment that demands organizational skills and manipulation of data.

Our suggestion to use Holland's typology to develop career counseling strategies is not new. Holland and Gottfredson proposed the idea and called its use "unexplored." Bruch described the implications of using the theory to counsel men. And, based on her research of the relationship between Jung's personality styles and Holland's occupational environments, Trammell offered suggestions for interventions relevant to each Holland type.

Although these authors present excellent ideas, still needed is a systematic guide to prescribing career counseling strategies according to Holland's personality types.

This article describes strategies for working with students characterized by each of Holland's six occupational types. The following model has been developed through years of counseling college students. An analysis is given of (a) general approach, (b) length and number of sessions, (c) generation of self-knowledge, (d) obtaining occupational information, (e) methods of decision making, (f) planning for the future, and (g) follow-up procedures.

Realistic Types

General approach. Realistic types generally prefer a hands-on approach to career planning. Usually they are not highly verbal; therefore, traditional verbal career counseling is not likely to be very productive. They like to try things firsthand and make decisions from that point. They also prefer to know in advance the process and anticipated outcomes of career counseling.

Length and number of sessions. Career planning sessions for realistic students should last as long as it is necessary for them to test occupations. Some sessions will last 30 minutes and some several hours. Usually paraprofessionals can assist realistic types in testing simulated occupational areas, such as in a woodworking shop or on a computer terminal.

Self-knowledge. Career counseling for realistic students is best approached by allowing them to gain hands-on experience. They should be given the opportunity to work for a period of time in an area of interest (e.g., operating a

BEST COPY AVAILABLE

farming) and then given time to discuss their reactions. The need for knowledge is not as great in realistic types as in other types; therefore, they should not be expected to develop profound insights.

Occupational information. Realistic types should be given opportunities to test occupations as a way of gathering information. Generally, they prefer this method over reading or talking to people. Volunteer work and internships are excellent ways to test tentative decisions. Computerized information systems also can be quite helpful because of the hands-on approach.

Decision making and planning. Realistic students prefer to know exactly how to make career decisions and what specific steps are necessary to implement these decisions. The use of forms, charts, or other paper aids is beneficial in the decision-making and planning process. Realistic types need a high degree of structure in their decision making and planning.

Follow-up. Realistic types usually need little follow-up. These students tend to return to talk to a counselor only when plans are not proceeding well (e.g., poor grades).

Investigative Types

General approach. As the name implies, investigative students enjoy a methodological, problem-solving approach to their career decision making. They can easily see their decisions as a puzzle for which they need to find and fit the pieces. It is often helpful for them to imagine that they are investigating the career decision of a fictitious person. This approach helps them remain objective.

Length and number of sessions. Investigative students enjoy several one-hour counseling sessions. After completing homework exercises and analyzing personal values and needs, they enjoy talking to counselors about their "research" findings. Three to four sessions are usually adequate.

Self-knowledge. Investigative types enjoy analyzing themselves and their backgrounds. Writing about their family influences, achievements, jobs, social experiences, and other related activities is profitable for them. They need a framework in which to analyze and scrutinize values, skills, needs, and interests. They like to write and will conscientiously do a great deal of work at home. Frequently, investigative types request many different career inventories; caution should be taken to not "over test" them.

Occupational information. Investigative students enjoy reading career information and using computerized systems. They will spend many hours in a career library and frequently will tell counselors what information is missing from the shelves. Informational interviews, set up by counselors, are another fun way for this type to gather career information.

Decision making and planning. Investigative types take great care in decision making, often to the point that it becomes a painful process. They weigh alternatives and information hour upon hour. Since these students are cautious and conservative, career counselors need to promote risk-taking and explore how difficult it can be. Their thoroughness should make planning activities an easy task.

Follow-up. Generally, investigative students do not request or need follow-up appointments. Once they learn the decision-making process, they usually make adjustments to their career plans without much further assistance. In fact, they will teach career planning strategies to others.

Artistic Types

General approach. The most appropriate career counseling approach to use with artistic types is a spontaneous, low-structured one. Career exercises and questions may be helpful, but only when used in a nonrigid way. A push by the counselor to "hurry up and make a career decision" often is seen as offensive. Artistic students' attitudes about careers need to be discussed thoroughly before any lasting career decision making can occur.

Length and number of sessions. Career planning with artistic students is not a regular series of sessions beginning at one time and ending at another with a good career decision as the anticipated outcome. Rather, career planning is one to two initial sessions with opportunities for additional counseling when the student feels it is appropriate. The section on decision making and planning elaborates on this process.

Self-knowledge. Since many artistic students have not held traditional jobs or have found past work experiences to be negative, obtaining information from these experiences is often difficult. A more beneficial approach is to work with their dream jobs or fantasized occupations. Have them describe, write, or even paint their ideal occupational role. Guiding their fantasies through a typical workday can be very satisfying for artistic students and can help them get in touch with their rich inner lives. A rigid approach to career counseling, such as trait-and-factor, should be avoided. Verbal, free-flowing sessions are the most productive with artistic types.

Occupational information. Artistic students can begin career planning by reading occupational information, but they may soon become bored. They find talking with professionals in artistic occupations satisfying. Since artistic types generally are visually or auditorially oriented, it is important to use these approaches in gathering occupational information. Constructing picture collages of people in specific work roles is very helpful. They also can gain quite a bit of information by taking pictures of people in work situations. If they must

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read, *Working* by Studs Terkel is preferred over more traditional publications. Promoting and supporting creative information gathering is the key to working with artistic types.

Decision making and planning. Decision making for artistic students usually is not a concrete activity. In other words, they often do not merely arrive at a final decision and then act on it. Rather, many artistic people constantly flow through their careers, choosing jobs that are convenient. Therefore, instead of making specific career decisions, artistic types need to set up experiences for themselves such as talking to artists or musicians, doing volunteer work, taking classes, and visiting exhibits. Since inspiration is extremely important in artistic lives, planning should include contact with people who can encourage career plans, such as professionals established in artistic fields.

Follow-up. It is best to schedule follow-up appointments for artistic students only when they feel the need; they do not respond well to deadlines. These types also need support, such as asking to see products of their academic or nonacademic work. Because most artistic types are very modest about themselves and their work, subtle support from the counselor or a significant other person can be encouraging.

Social Types

General approach. Social types obviously need career counseling that is very verbal. They like to talk and prefer an environment that is friendly, open, and supportive. They will participate in group counseling far more than other types will.

Length and number of sessions. Social students prefer counseling to last several sessions, longer than other types prefer. They enjoy the counseling relationship and often may venture into areas of personal concern.

Self-knowledge. Several strategies are effective in helping social students discover their career-related needs, values, and interests. Counselors can ask them to describe what they like about people they idolize or about significant others. Those admired traits can then be compared with the students' self-perceptions. Asking social types about classroom experiences—preferred teachers (or supervisors), classmates (or coworkers), atmosphere, working style, and tasks—frequently yields relevant information about personal needs and values. Good insights also can be gained by verbally investigating other social experiences such as past jobs, volunteer work, and participation in social clubs and other organizations. It is extremely important that social students have an opportunity to talk to counselors and other students before any real and lasting self-knowledge is acquired. Merely writing ideas on paper is not sufficient and will have a limited impact on these students.

Occupational information. Many methods are available to assist social types in gathering occupational information, but these students appear to benefit best from talking to people employed in occupations of interest. In addition to providing relevant career information, professionals in the field serve as a source of needed support. Only these personal visits can help answer questions such as, "What do you really like about this career?" and "What is the personal atmosphere like?" Also, sustained visits of up to two weeks or internships can lead to solid career decisions.

The idea of using Holland's typology to develop career counseling strategies is not new. But up to now, no one has offered a systematic guide for doing so.

Decision making and planning. Social types need to discuss their experiences and values with others before making an appropriate and enduring career decision. Counselors should provide a lot of support to these students. Social types are not skilled at planning and may need assistance in developing short- and long-range goals. Providing names of other individuals who might help them plan, such as college advisors, frequently is worthwhile.

Follow-up. Social types appreciate periodic reassurance. Knowing that they can talk to a counselor when needed provides excellent support, but follow-up appointments do not need to be rigidly scheduled. A brief note or phone call can be reassuring.

Enterprising Types

General approach. Generally, enterprising students like to be challenged in career counseling. They respond well

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to direct, thought-provoking questions and enjoy verbal interaction. Enterprising types do not like written exercises that take several hours to complete. They are spontaneous and quite energetic and prefer career counseling sessions that facilitate this style. They are much better talkers than listeners.

Length and number of sessions. Enterprising students do not enjoy long and numerous sessions. One or two meetings with well-aimed questions usually will suffice.

Self-knowledge. Enterprising types can be led to good self-insights by probing questions. Some effective questions are: "Tell me about the things you have liked and disliked in your previous jobs," "Tell me about your achievements," followed by "What does this say about your needs and values?" Merely asking an enterprising person what is important in an occupation frequently will produce some good insights. These students usually are highly verbal and need some structure in which to verbalize their thoughts.

Occupational information. Enterprising types usually dislike reading occupational information and find it difficult to obtain much from written materials. Important learning techniques are talking to people in occupations of interest, company visits, volunteer work, and internships. Enterprising students prefer to "do" rather than to read or analyze.

Decision making and planning. Because enterprising types are spontaneous and somewhat impulsive, they need substantial assistance in their decision making and planning. In fact, impulsive decisions and poor planning may have led to their current career concerns. Helpful exercises for these students are generating occupational alternatives, weighing choices, and comparing personal needs with occupations. They benefit from the counselor's efforts to help them plan their education and make short- and long-range goals. Without "tying things down" a little, previous career counseling gains might be lost.

Follow-up. Scheduled follow-up meetings with enterprising types are likely to be canceled because these students prefer "doing" to talking. They need to know that a counselor is available when they need assistance, but scheduling should be left to their initiative. They should be told that not following up is not equated with failure and that plans may need slight modification.

Conventional Types

General approach. Students who are primarily conventional types profit best from a very structured approach to career planning. They like to know exactly what will happen in career planning, what is expected of them, and that the outcome of this process will be a career decision. Frequently, conventional types perceive the counselor as an authority and will ask the counselor to be the judge of the best career.

Length and number of sessions. Usually, three to four highly structured 30-to-40-minute career counseling sessions are appropriate for conventional students. Because they are not highly verbal, an hour appointment is not necessary.

Self-knowledge. Conventional types do less self-searching than do other types; therefore, exercises that promote self-discovery may fall short of their goals. When specific exercises are used, such as looking at past work experiences, they should be highly structured and permit the counselor's feedback for additional insight. The trait-and-factor approach, which is highly structured and counselor-directed, is very helpful in working with conventional types.

Occupational information. Conventional students usually benefit from reading occupational information and prefer it to be brief and well organized. Rather than visit specific individuals in occupations of interest, they prefer to listen to speakers within the classroom setting.

Decision making and planning. Conventional types obviously need highly structured decision-making and planning strategies. They will even ask counselors to make decisions for them. Often, decision-making guides or ranking techniques are helpful. Conventional students frequently ask questions such as: "What classes do I need for the next two years?"; "What are the job opportunities?"; "Geographically, where can I work?"; and "How much can I make?" The better these questions can be answered, the more comfortable conventional types feel with career counseling.

Follow-up. Frequently, follow-up is not necessary for conventional types. Once they have a plan of action, they will pursue it with little guidance, returning for counseling only when faced with unanticipated problems such as a required course not being offered. Once thorough career counseling is completed, these students will place fewer demands on counseling resources.

Conclusion

It is amazing that little has been done to suggest differential interventions for particular student types. Even more surprising is the dearth of research in this area. Kivlighan, Hageseth, Tipton, and McGovern found that social and enterprising types respond better to a career discussion group than to an individual problem-solving group. Investigative and realistic types showed opposite results.

The model presented in this article is based on observation and constructs of Holland's theory. Further refinement can only be made through the combined efforts of practice and research.

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VIRGINIA COMMONWEALTH UNIVERSITY
CAREER PLANNING & PLACEMENT

is

Sponsoring a TELECONFERENCE

Featuring

Howard G. Rosenberg, PhD.
&
Shayn S. Smith

Authors of

"SIX STRATEGIES FOR CAREER COUNSELING:
A Model Based on Holland's Typology"

DATE: April 15, 1986

TIME: 10:00 a.m. - 12:00 noon

LOCATION: Cabell Library, Virginia Commonwealth University

NO REGISTRATION FEE: LUNCH PROVIDED

If interested in attending, please read the enclosed article and submit your name, mailing address, and phone number, plus any questions you would like to have addressed by authors Rosenberg & Smith (concerning their article or Holland's Self Directed Search), to:

Evelina M. Davis
Career Planning & Placement
Post Office Box 2007

Please RSVP by 3/1/86

NOTE: Limited to the first 35 respondents.

MVS ANALYSIS

DESCRIPTIVE STATISTICS - VOCATIONAL IDENTITY SCALE

VOCATIONAL IDENTITY

Minimum	=	0
Maximum	=	18
Range	=	18
Mean	=	10.530
Median	=	11
Mode	=	16
Variance	=	19.436
Standard deviation	=	4.409
Standard error of the mean	=	0.249
95 Percent confidence interval around the mean	=	10.043 - 11.019
99 Percent confidence interval around the mean	=	9.890 - 11.179

* Unbiased estimates of population *

Variance	=	19.498
Standard deviation	=	4.416

Valid cases = 315
Missing casses = 0
Responses percent = 100.0%

CAREER EXPLORATION GROUPS

Session I

min.	
15	Introduction - administer first page of MVS names & where from overview of sessions ground rules & contracts
30	Icebreaker - four squares exercise (earliest career dream, leisure activity, worst imaginable job, what you would do if you were independently wealthy)
30	Holland handout - read description of six types, rank the top three, and underline the parts you feel are true of you. Discussion
30	Lecturette on Holland - counselor goes over the theory, explains SDS
15	Conclusion - what I learned,etc.

Session II

10	Reactions from SDS & VIEW
10	Write down 5 careers that sound interesting so far
30	Explanation of Values and the Values Card Sort (done by counselor) Each participant does the card sort and fills out worksheet
30	Small group discussions of values
30	Career Fantasy and discussion
10	Explain skills homework

Session III

20	Training on skills identification process and practice round.
75	Skills identification in small groups (triads)
10	Wrap - up (Share favorite skill/comment)
15	Fill out Microskills worksheet

Session IV

30	Results of Microskills & Discussion
15	Next steps/ goal-setting
45	Resources (RamSCAN, RC Tour, "working time" in RC)
15	Evaluation and MVS post-test

"FROM INSIGHT TO ACTION" PROGRAM OUTLINE

GOALS: 1) To assist participants in identifying their strengths.
2) To examine the relationship between the participants' strengths and their careers.
3) To help participants learn to capitalize on these strengths in order to maximize their career development.

Session I - Introduction to Type

Introductions and Overview
Introduction to the Myers-Briggs Type Indicator: reasons for using, history, the four preferences, type dynamics.
Homework: read "Introduction to Type", listen to type tape.

Session II - Type and Careers

Warm-Up: You and your type. Each person indicates what their type is and one interesting thing they learned from their homework.
Most Important Feature of an Ideal Job. Each participants writes down their most valued feature. Group then shares these while writing down the responses on a type table. Differences between types are noted and leader explains research results.
Ideal Work Situation - In type alike groups, participants define an ideal work situation in terms of work characteristics, environment, tasks and co-workers. Each sub-group reports to the large group.
Individual Effectiveness - Participants fill out worksheet on relating effectiveness to type.
Problem Solving/Decision Making - Leader discusses steps in effective decision making utilizing type.
Homework: Each participant writes a case study on themselves, using handouts on career research for their type and strengths and weaknesses of each type.

SESSION III - CASE STUDIES

Each participant gives their case study. Other participants respond with ideas, feedback, etc.

SESSION IV - MAXIMIZING CAREER DEVELOPMENT THROUGH TYPE

This session is left open, in order to focus on the needs of the individuals in that group. The counselor prepares exercises, worksheets, role plays, etc. which are appropriate based on the case studies. Some example of topics are: communicating with other types, career advancement, interviewing skills, etc.

Teleconference Evaluation

	Poor		Average		Excellent	Mean
The Teleconference Concept	1	2	3	4	5	(4.4)
Contents of teleconference	1	2	3	4	5	(3.5)

What did you like best about the teleconference?

* "Being able to have personal interchange with experts in this area"
* "Being able to respond to the speaker and discussion over lunch w/ colleagues"
* "Chance to meet other counselors plus doing afternoon programs on computer guidance"
* "Opportunity to meet w/ participants & hear 'expert'"
* "Expertise of the speakers - Novel approach via teleconferencing"
* "Getting together with others in our field"
* "Inexpensive way to talk to 'experts' in the field. Great way to get professionals together."
* "Being able to interact with participants and Dr. Rosenberg"
* "Ability for lots of people to hear about an idea from the source--& to have the chance to interact."
* "The chance to meet some CPP colleague and learn about the field."
* "The Technology!"
* "New ideas for Career Counseling Techniques using the "Holland" approach."
* "Opportunity to talk directly with 'experts'."
* "New ideas in counseling, able to ask questions."
* "Stimulating article, meeting other counselors in area. Nicely organized."
* "Contents and the concept:
* "Ease of gaining natn'l expertise with minimal travelling; reacquainting myself with colleaques in a professional setting"
* "Interaction with an expert in the field"
* "The opportunity to be introduced to a telephone system such as this!"
* "The chance to interact with professionals from various settings around one issue"
* "Learning what a teleconference is all about"

What did you like least about it?

* "Not being able to see them"
* "Somewhat disappointed in the lack of research on model"
* "Author spent too much time restating what was in the Article"
* "Can't think of anything"
* "Presenters followed their article so closely."
* "Hard to get participants involved in asking questions"
* "Being lectured to"
* "At first, not having copy of questions--that was remedied. Thanks. Being a visually oriented person, not seeing speakers. Can't be helped w/ this type of format."
* "Pass"
* "Speakers were boring and material had already been fully covered in article"
* "That the comments from the authors were no more than a rebash of their article"

What did you like least about it? (Con't)

* "Not being able to see the participants in Colorado"
* "Could not see persons who were addressing us."
* "The verbatum review of the handout"
* "Disappointed with quality of presenters on other side"
* "I did not have the opportunity to meet Dr. Rosenberg and associate Shayn S. Smith."
* "Content; it promised more than it delivered; the "theory" was not actually one at all"
* "He went over material we already had from the article without elaborating very much"
* "I thought the content was weak. There was little new information about validation of their research"
* "Not being able to see the participants on the phone"
* "1) The fact the expert read his article to us. 2) The fact we couldn't see the fellow. I fully expected to be able to see him, esp when I saw the monitors in our meeting room.

The teleconference could have been improved by:

* "Visual Contact"
* "Perhaps a smaller group for a more intimate Q & A session, but wouldn't want to cut people out."
* "Arrange a way to have it video as well as audio."
* "Conference was really good for the state of VCU Technology"
* "People not being so timid to confront presenters with areas of disagreement. Could have been more exciting if real discussion had taken place between presenters and participants"
* "Being on TV"
* "Having a video of them. They could see us, but we could only hear them."
* "Not being able to see the participants in Colorado"
* "More of them. The more familiar we are with them the more productive they will be.
* "Chosing more scholarly presenters - great idea to talk back to the experts"
* "Having more time for the conference & questions."
* "More in-depth research on topic - perhaps surveying the group for ideas & presenting options."
* "I don't understand point of seeing ourselves on TV. I thought we would be able to see them. Is that possible?"
* "Having the list of questions prior to the teleconference. It might have served to stimulate other, related questions."
* "More visibility possibly more structured questions."
* "Organization, Concept tele was fine - Content would have been better if had stuck to answering questions. I had expected more depth of knowledge on use of 505 from the speakers"
* "Seeing the fellow"
* "Better research by the authors and an in-depth discussion; its implications to career counseling"
* "Video materials; We are still a TV audience; radio needs 'suspense' or story to hold interest"

Did you receive any new ideas that you could use in your career counseling?

* "Yes - use of the Myers Briggs for career guidance"
* "Yes - It helped me look at the Holland types differently and to attempt to relate to students according to the presenters' findings"
* "Yes - the obvious -- the use of Holland"
* "Yes - different approaches for various types"
* "No really - "
* "Yes - Basically, emphasis on the need to be aware of individuals in counseling environment -- being ready."
* "Yes - New ideas about counseling different types of clients"
* "Yes - reference to Holland's Vocational preference Instrument which we have ordered to be a part of our Vocational assessment program."
* "Yes - Help differentiate clients. I have tried to apply the concept. (R, I, A, S, E, C personalities), and find it difficult to identify the types. However, I continue to apply the theory."
* "Yes - Don't ask"
* "Yes - different approaches to different types"
* "Yes - Additional use of Holland codes - article probably would have been adequate - but not nearly as much fun."
* "Decision making and planning, Investigative types (general approach) Social types - self knowledge. Conventional types - occupational Information."
* "No" - (There were four "no" answers)
* "Yes - Mostly from the article but some from question and answer period. More examples would have been great. How to work differently with clients having different interest."
* "Yes - A reinforcement of how unique each of our counselees is; Also, interesting info on how MBTI is being used in career work."
* "Renewed some old ideas"
* "Yes - how Myers - Briggs is used. Most helpful!"
* "Yes - taking Hollands Code from an information base to an process base."

Do you have any feedback for Dr. Rosenberg & Shayn Smith?

* "More research & data analysis before presenting anything as a "new theory" Presumptuous."
* "I hope they are able to research and test out each variable so reliability and validity components can be addressed. Otherwise, they were excellent."
* "Don't read your article to folks who have already read it in preparation for hearing you."
* "Not really"
* "Find a good reference instrument for validation"
* "N/A"
* "Better research. I'm sure there is more on use of Holland Codes than those referenced."
* "Supporting data was not evident; types were not properly determined."
* "The comments from the authors were no more than a rebash of their article. Better research by the authors and an in-depth discussion; its implications career counseling."

Do you have any feedback for Dr. Rosenberg & Shayn Smith? (Con't)

* "Thanks to them for participating"
* "Thanks!"
* "Thanks, enjoyed it! Would have worked better for participants to ask questions instead of sending them ahead & giving answers; makes people feel more involved."
* "Thanks"
* "No. Thanks for their time."
* "There was a significant amount of information given to us from his printed material. However, it would have been nice to have more, interaction via the tele-communication system.
* "Perhaps could build presentation around giving examples and answering submitted questions (incorporating) rather than going over what already in article."
* "Just that I can appreciate the difficulty in interacting with an audience by phone and think it was great that they were willing to by it."

Suggested topics for future teleconferences.

* "Myers-Briggs, Experts in field of career counseling or adult development"
* "Move discussions on 'problem solving techniques in Career Counseling (specifically motivational, behavior, attitudes, career choices), etc."
* "Myers Briggs usage and information"
* "Lee Knefelkamp from U.Md! John Holland on current research; Howard Figler"
* "Not at this point"
* "Jobs in the future - trends and predicitions; Book reviews--meet the authors--of books related to careers
* "More of same - new counseling ideas"
* "Career planning for the older worker & decision making."
* "Effects of Psycho-social development on career development"
* "Legal issues in Career Planning & Placement, (Virginia and Nationally)"
* "Va VIEW - uses"
* "Helping students to become career 'mature' creating a 'path' for students to follow to a career goal."
* "

Comments:

* "The hostesses were charming, helpful and well organized. Treatment of the topic was probably totally out of their control."
* "Thanks for the opportunity -- I really enjoyed visiting the "big city."
* "It was a very interesting day - Enjoyed it. Including Tour of CP&P office at VCU. Appreciate being included in this program."
* "I was impressed with the organization and professionalism with which the conference was run. Congratulations to Evelina for the idea and the implementation."
* "The teleconference was enlightening & educational in Career Counseling."
* "Thanks so much for having - it was a stimulating & enjoyable day."
* "Would like to do another one sometime"
* "Thanks!"
* "Nope - thanks for your work!"
* "Great job - thanks Evelina & Jean"
* "I hope this kind of conference can be repeated. I was delighted to be included"
* "Thanks for doing this for career counselors in the community!"
* "Very good for first attempt"
* "So sorry. I thought the potential was there, but I was very disappointed. Colleagues and conversation were great! Thanks for hosting and exper

DC; West Franklin Street
Richmond, VA 23284-0001
(804) 257-3845

Name of Program: From Insight to Action Date: Spring 86

Name of Presenter: Susan Brock & Evelina Davis

N = 7.

Program Content

	Poor		Average		Excellent	AVE.
1. Please rate the following portions of the workshop:						
Session I (overview of MBTI)	1	2	3	4	5	4.29
Session II (career implications)	1	2	3	4	5	3.86
Session III (individual case studies)	1	2	3	4	5	3.71
Session IV (Skills & communication)	1	2	3	4	5	4.29
2. Overall rating of workshop contents.	1	2	3	4	5	4.14

Presentation Style

1. Please rate the following aspects of the presenter's style:						
a) clear and understandable presentation of information	1	2	3	4	5	4.57
b) sensitivity to needs of group (listened well, answered questions, etc.)	1	2	3	4	5	4.86
c) ability to keep interest of group	1	2	3	4	5	4.43
2. Overall rating of counselor's presentation style.	1	2	3	4	5	4.57

The strong points of the program and/or presenter were:

SEE REVERSE.

The program and/or presentation style could be improved by:

SEE REVERSE.

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THE STRONG POINTS OF THE PROGRAM AND/OR PRESENTATION WERE:

The presenters were friendly and concerned about each individual.
Good having two different types doing the class so we could have different viewpoints.
Skills assessment. Myers-Briggs Type Indicator.
Much new and useful info. especially MBTI & career implications. Enjoyed the variety of people and backgrounds. Especially enjoyed Evelina and Susan's preparation of lists of careers in my type and Type Interactions.
Worked well as a team. Presented information well--interested in peoples' needs.
1) Helps you to know yourself. 2) Gives positive feedback.
Good listeners.

THE PROGRAM AND/OR PRESENTATION STYLE COULD BE IMPROVED BY:

Found group for Case Studies difficult to keep interested due to length and number of cases Could use less time on Case Study and more on type interaction.
More training in communicating with opposite types.

BALANCE SHEET

	Budget Request from State *	Local Contribution	
I. Salaries			
Salaries & fringe benefits Project Director @ 5% and Assistant Director @ 15%	$ 0.00	$ 4,499.00	
Subtotal	$ 0.00	$ 4,499.00	**
II. Contractual Services -- consultation on assessment; teleconference honorariums	$ 700.00	$ 200.00	
Subtotal	$ 700.00	$ 200.00	
III. Materials and Supplies			
1. SIGI+ software lease	$ 0.00	$ 900.00	
2. Purchases of instruments and other assessment items	3,203.00	490.00	
Subtotal	$ 3,203.00	$ 1,390.00	
IV. Travel - project director meetings, VCPA and VCA conferences, other authorized	$ 700.00	$ 91.00	
Subtotal	$ 700.00	$ 91.00	
V. Other Related Expenses			
1. In-service training	$ 345.00	$ 0.00	
2. Postage	131.00	0.00	
3. Printing costs	189.00	0.00	
Subtotal	$ 665.00	$ 0.00	
VI. Indirect costs			
@ rate of 8%	421.00	494.00	
TOTAL FOR ALL CATEGORIES	$ 5,689.00	$ 6,674.00	

NOTES:

* All figures here fall within approved shifts from original budget.

** Figure is low since another staff member (Evening Coordinator) arranged teleconference conducted as part of staff training.